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ABSTRACT

Competent leadership is an integral ingredient for the enhancement of Indian education. Definitions of leadership and categories of leadership styles are variable. Leadership, an elusive term subjectively applied to emphasize an individual's pattern of action or inaction, has been viewed by researchers in many ways. Some feel it is composed of traits present at birth, while others believe it exists in all phases of institutional and personal interactions. Categorization of leadership styles has been attempted by various researchers. Getzels et al (1968) categorized leadership into three styles: normative, when institutional goals are paramount and employee goals are secondary; personal, when employee goals are primary; and transactional, when different situations call for different styles. Kunz and Hoy (1976) delineated leadership to zones of professional acceptance by the leader and the participants. Their research showed that female teachers were more accepting of directives than male teachers, and that teachers who taught in non-academic areas were more accepting of directives than teachers working in purely academic settings. Strong leadership in the Bureau of Indian Affairs must be present to ensure that American Indian education will experience positive change. Diverse leadership styles are necessary to adequately determine and establish quality Indian education. (AW)

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Leadership in Indian Education:

What is Needed?

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INTRODUCTION

Indian education is no longer static. Possibly, for the first time, a viable attempt is being made to promote qualitative curricula which emphasize measurable exit results that adhere to desired encultural/acultural practices. Although the Bureau of Indian Affairs is the center of attention, the anticipated results will affect professional impact upon all schools serving Indian populations. Because the Bureau is both the forerunner of and the model for workable programming, the changes that occur relative to and within will establish criteria from which future Indian education will evolve.

No longer will inadequate personnel, instruction, or facilities be tolerated. Faculty and staff who have expertise in tribal culture and honor sacred values, will receive priority in hiring; curricula that augment student potential and enhance tradition will be encouraged and fostered; and, classrooms that compliment ecological expectations will be established. All are to be the responsibility of the educator, the amalgamator for change. The direction and timely implementation of these endeavors is, consequently, dependent upon educator leadership capabilities. It is, therefore, the intent of this article to present leadership definitions, discuss varying styles, and determine how leadership is to be an integral ingredient for the enhancement of qualitative Indian instruction.

LEADERSHIP DEFINITIONS

Historically, leadership has been an elusive term that seemed to be subjectively applied to emphasize an individual's pattern of action or inaction. Recently, leadership is being closely investigated relative to personnel and organizational matrix applications. Pigors (1935) represents early leadership thought through the definition: "... a process of mutual stimulation which, by successful interplay of relevant differences, controls human energy in pursuit of a common cause." Conversely, Lipham (1964) signifies contemporary studies through the espoused hypothesis: "leadership is a process by which structures are initiated for the purpose of accomplishing organizational goals", and that a leader is an "individual which initiates a new structure of interaction with a social system" (Lipham and Hoeh, 1974). As determined by Hampton and Tye, leadership may be an even more simplistic process. Tye (1977) has professed that: "leadership be viewed as concepts generated within a given setting." Hampton (1977) has stated that leadership consists only of: "interpersonal processes by which a manager seeks to influence employees to accomplish tasks."

Leadership is seldom viewed as composed entirely of traits unique to only the chosen. However, there exists a familiar concept that since identifiable leadership characteristics are present at birth, it is not necessary to train one to possess such. Lozeau (1977), for example, stated, "the person who gets the job done is a leader." Fiorello (1974) has promoted the idea that, "leadership has its foundation in personality, which may be independen-

of culture, social or situational context, but provide managerial direction." Ghiselli (1971) concluded that a "leader is one who provides guidance and direction." Stogdill (1974) emphasized that: "all leadership has merit which has to be measured in accordance with the goal of the organization or the setting."

LEADERSHIP STYLES

In concurrence with defining leadership, attempts have been made to categorize leadership styles. In 1974, Fiorello's investigation suggested that personality traits, function sets, social relationships, and social processes are components for effectively increasing personnel efficiency. Getzels' et al (1968) highlights Fiorello's conclusion by categorizing leadership into three general styles: Normative, Personal, and Transactional Normative Style seem to be present when institutional goals are paramount and employee goals are secondary. With Personal Style the opposite takes place, wherein employee goals are identified and afforded primary import. Transactional Style occurs when different situations call for different styles. Thus, Getzels' purports that many styles are used according to the environment and/or personnel involved.

Primarily, research appears directed toward investigating leadership as a social process which individuals fulfill in a variety of functions. Gibson and King (1977) studied social action and leadership and formulated three areas of competence. The Objective Context is, "the ability to expain and/or predict changes in the objective setting", with the Human Context being, "the

ability to understand human meaning and intentionality." The "ability to act on the basis of those explanations and understandings" is defined as Action Domain.

Kunz and Hoy (1976) delineated leadership to zones of professional acceptance by the leader and the participants. Their research borne out the female teachers were more accepting of directives than male teachers; teachers who taught in non-academic areas were more accepting of directives than teachers working in purely academic settings; and, teachers with graduate degrees have a larger zone of professional acceptance than those with only an undergraduate degree. Principals who had the widest professional zone of acceptance solidified beaucratic structure while remaining considerate of personnel individuality. However, these qualities did not strongly relate to the xone of acceptance as far as leadership. As Cohen and Cherrington (1973) found leadership effectiveness and style is contingent upon

> "the quality of leader member relations...; task-structure, the nature of thc task which is directly related to the appropriateness of the style of leadership; and position-power, a latent authority residing in ones official position of administration."

According to Kirckman (1973), "many of today's educational institutions are floundering because of the lack of positive executive direction." He felt that this loss of direction was brought about by the natural result of inept executive leadership, weak administrators, who in turn appoint like minded individuals to serve under them. In redress, Kirckman (1973) has stated, "that educators should possess an understanding of the role of leadership

functions, have a working knowledge of group dynamics, and possess professional and academic honesty." In his conclusion, Kirckman indicated institutional problems should not be left solely to the administrators. The faculty in itself needs to develop an understanding of the problems so that they have an appreciation of the difficulties faced by all leaders. Wayson (1976) seemed to indirectly agree with Kirckman through his "Misconceptions of Leadership", which are: 1) leadership comes with the position; 2) leadership should be exercised exclusively by persons in titled positions; 3) no one can perform leadership acts unless he is expressly permitted by higher authority; 4) leaders never get opposition and never have to answer questions about what they are doing; 5) leadership always has to be democratic; and, 6) democratic leaders never lead.

Smith (1975) quotes Barnard on leadership as being:

> "relatively high personal capacity for both technological attainments and moral complexity when combined with the propensity for consistency in conformance to moral factors of the individual."

Thus, leadership is a personal responsibility which encompasses technological skills and is intertwined with moral complexity. It is always a cooperative effort by all who choose to participate in organizations. The way and manner in which educators participate is the leadership that the institution operates under.

CONCLUSION:

Indian education is changing. What is happening now will have a rippling effect for decades to come. The type and degree of leadership will effect the type and the amount of direction, and

dictate the degree of pedagogy/pedology that is necessary for the assurance of quality curricula construction/implementation that is applicable to the educational setting.

Leadership has been defined in many ways. Some feel that it is composed of nothing but traits which are present at birth and cannot be instilled through training; while others tend to perceive the opposite and profess that leadership is present in all phases of institutional/personnel interactions. Recent investigations have revealed that leadership is identifiable throughout organizations and is exercised by numerous persons who, in their social role, provide necessary adhesion for desired outcomes. Further, investigators have determined that every leader must be used to augment what is to be of importance.

The Bureau of Indian Affairs is the institution where the initial change in Indian education is taking place. Strong leadership, therefore, must be present to ensure that change is positive. Since the educator has been assigned this task, it is paramount that leadership be introduced which expedites processes that are in alignment with institutional intent. Styles have to be developed that facilitate outcomes which are cohesive with styles of other organizational leaders. Because the Bureau is to establish practices that are to be adopted by others as they become more involved with augmenting Indian instruction, all must observe closely the events taking place.

The phoenix is rising for Indian Education. The leadership that is being exerted will either promote or retard this rising, but

neither situation will terminate what has been begun. What the educator does and how he/she implements it will directly affect the curricula provided the Indian students. Therefore, diverse leadership styles are necessary to adequately determine and establish quality programming that satisfies the desires, needs, and expectations of the child, parent, and counsel.

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